DOCUMENT RESUME

ED 343 269 EA 023 830

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TITLE Innovative Educational Restructuring for America 2000: Time To Bury Political Bureaucracies and Begin Systematic Assessment, Profiling & Technological Improvement of School Organizations.
PUB DATE Nov 92
NOTE 36p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (16th, Houston, TX, November 22-26, 1991).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Bureaucracy; Change Strategies; Educational Change; Elementary Secondary Education; *Evaluation Research; Goal Orientation; *Holistic Approach; *Organizational Effectiveness; *Politics of Education; *School Organization; *School Restructuring; Systems Approach

ABSTRACT

Despite current interest with the concept of the "New American School" model discussed in "America 2000," school systems continue to approach educational reform and restructuring by tinkering with key organizational components in isolation. The total school organization requires assessment and profiling to determine which key components are drags on efficient and effective increases in the goal of student achievement. Arguments, fighting, interest-group power-plays, and politics do not accomplish discovery and application of already-known ways to improve organizational effectiveness. The path to positive restructuring and reform is through use of the latest available technology and qualitative/quantitative evaluation research procedures. To accomplish organizational assessment from the ground up requires the innovative, validated, and holistic model described in this paper. The process, procedures, and outcomes involved with readiness assessment, profiling, and improvement planning correspond to exhibits A through F and include: (1) adopting an assessment model; (2) identifying key organizational factors; (3) organizational profiling; (4) reporting results of organizational research; (5) improvement planning; and (6) prioritizing factors. Every component and function of educational organizations must be held accountable for the goals of student learning and development. Exhibits A through F are included. (17 references) (MLH)

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INNOVATIVE
EDUCATIONAL RESTRUCTURING:

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Time to Stop Political Bureaucracies & Start Systematic Assessment, Profiling & Technological Improvement of School Organizations

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Paper presented to:

The National Council of States
16th Annual National Conference
Houston, Texas

November 22 - 26, 1991

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INNOVATIVE EDUCATIONAL RESTRUCTURING FOR AMERICA 2000:

Time to Bury Political Bureaucracies & Begin Systematic Assessment, Profiling & Technological Improvement of School Organizations

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Topic Overview

In the first issue of America 2000 (1991, September 1), the U. S. Secretary of Education, Lamar Alexander, discussed "planning and supporting a '"break the mold"' -- New American School," "developing a community-wide strategy," and "designing a report card to measure results." The researchers' major topic addresses these "challenges and issues -- empowering people" through systematic application of a holistic model of total school and community assessment, profiling and improvement plans. This model involves astute leadership, vision and a long-range process of transfer of available knowledge and technology rather than continuing to wallow in inappropriate special interest, consensus or negative procedures which are all too common in the nation's political school structures and bureaucracies.

Time for Change

School systems continue to approach educational reform and restructuring by "tinkering" with key organizational components in isolation (Packard & Dereshiwsky, 1991c; 1990, March 29). How long will American educational systems continue to use this unsuccessful approach when we know it has resulted in little or no improvement? Certainly little that has happened in educational systems deserves the honor of being considered substantial or lasting reform. Schools continue to be political bureaucracies rather than getting to the business of correcting all organizational functions to line up on the focus of student development and learning.

Why do we continue to discuss ideas such as effective schools, choice, site-based management, etc., rather than applying available knowledge and technology in a

straightforward and competent way? Discussions of educational and political philosophies are very important professional, government and interest-group activities; but without application of sound assessment and improvement procedures providing systematic data for study and documentation, "no quality progress" will continue to be the standard. This sad reality will have to cease sooner or later. We all know that integrated knowledge and technological goals now being effected in some other countries are rapidly increasing our depreciating position as a country with one of the highest standards of living. For example, Japan doesn't waste time on philosophy and politics -- government, business and schools systematically apply and transfer knowledge with long-range vision, research, development and profiled documentation of activities and results.

Political democracy and doing a competent job of educating our population have gotten confused. Educational systems seem to be using a form of consensus to make decisions about things which do not warrant more than application of the technical knowledge we already possess. Application of a system which provides the evidence of accountability for the goals of student learning and development is already available, and it needs implementation (Packard, 1990, October 23).

The total school organization requires assessment and profiling to determine which key components are drags on efficient and effective increases in the goal of student achievement. As a couple of examples, the researchers have found that school boards are typically very political, which causes them to be a tremendous anchor to all other positive school operations. Administrators can also be such detrimental communicators that no one feels good about carrying out the responsibility of nurturing students in a positive direction.

Evolution/Revolution From Negative Bureaucracies to Positive Organizations

Arguments, fighting, interest-group power plays, and politics do not tend to accomplish discovery and application of already-known ways to improve the effectiveness of any organization. Governing boards and school professionals need to decide to apply

knowledge to their own organizational operations and goals. Why is it that a school's responsibility is to effect transfer of knowledge from teacher to student, while at the same time the systems fail to use knowledge to improve and develop themselves? Why does the usual choice have to be playing dangerously depreciating political games? The answer is: it doesn't.

EVALUATION RESEARCH

Since headway in significantly impacting schools in a positive way has not traditionally been accomplished through the use of power politics, special interest groups, agreement by consensus and in general, stoic bureaucratic tradition, a new approach is obviously necessary. The authors (Packard & Dereshiwsky, 1991a, November 4; 1991, November 11; 1990, July 27-31; 1990, April 16-20) have found that the application of the most recent policy and evaluation research procedures have provided a solution to this dilemma. By using the most recent multimethodological (quantitative/qualitative) social/behavioral science research procedures (Brewer & Hunter, 1989; Marshall & Rossman, 1989; Krueger, 1988; Patton, 1990; Yin, 1989; Miles & Huberman, 1984), they have successfully applied an assessment process model which has been validated through several years of district organizational assessments (Packard & Dereshiwsky, 1989), as well as through presentations of reports to government and professional groups locally, nationally and internationally (Packard & Dereshiwsky, 1990, July 20).

Holistic Assessment, Restructuring, Long-Range Planning & Improvement

The researchers have found that the total organization from the ground up must be assessed, and that the key interrelated components which impact student learning must be carefully aligned, functioning on a healthy level and focused on individual students. The authors have found that most school districts' operational components function in isolation and most reform is approached by "tinkering" with specific components, like teacher evaluation or curriculum, without consideration of the many other interrelated factors.

Steps of Readiness Assessment, Profiling & Improvement Planning

The following is a step-by step summary example of process, procedure and outcomes which are a demonstrated breakthrough in educational restructuring and reform (Packard, 1991, November 11; Packard & Dereshiwsky, 1991ab):

1. **Assessment Process Model**: *Exhibit A*, pages 17-18, depicts the Organizational Process Models For Planning, Assessment & Restructuring. It shows the steps and evaluation research procedures involved in identifying the reality of how the total organization and its components are presently operating or functioning. Valid multimethodological research procedures are used to get at the closest conformity to reality, or the truth about the current operational or readiness level of all key functioning components in the organization.
2. **Identification of Key Organizational Factors:** *Exhibit B*, pages 19-20, depicts examples of key components which have emerged from grounded research procedures. The organizational factors are ones which are actually in operation based on individuals occupying specific roles, functional applications and personal interrelationships.
3. **Organizational Profiling**: *Exhibit C*, pages 21-23, shows examples of profiles of strengths and weakness found to exist within the assessed organizations or programs. *Exhibit D*, pages 24-27, presents examples of reporting and matrix profiling of strengths, weaknesses and needs for improvement for each organizational support and focus component (Packard & Dereshiwsky, 1990, April 16-20). Examples of support components are governing board, parents, administration, and teachers. Focus components include communication, interpersonal relationships, climate, teacher evaluation, curriculum, student assessment, and student learning.

3. **Reporting Results of Evaluation Research**: *Exhibit E*, page 28, shows an example of a "missing link" which the researchers believe to be the critical element causing otherwise good research and assessment to fail to result in positive future change and reform. No matter how high the quality of assessment, when the results are dropped back into the same political and special interest bureaucracy, change or reform is essentially dealt a fatal blow.

3. **Improvement Planning:** After reporting results, a change, development or improvement plan is established for each organizational component. This step includes identifying those systemic weaknesses or aspects which are a drag on the progress of other interrelated components involved in reaching the overall organizational goal.

4. **Factor Priority**: *Exhibit F*, page 29, shows an example of a structural plan which must be in place before systematic planning and improvement can begin. Individuals within any organization must be clear as to their roles and responsibilities. When a general structure and design is in place, organizational functions can then most efficiently be improved and focused on student outcomes.

   While all organizational weaknesses require coordinated attention, focus factors such as student growth and learning are the first to be established. The major priority is to develop a student assessment system which will provide the evidence of accountability to the school's responsibility for student learning. A system of local norming and pre- and post- measurement from the teacher (classroom) level throughout the total school and district must be established and profiled over a long-range period of time. This is the bottom-line "report card" which will be necessary for America 2000.

THE FOCUS FACTOR:
Human Beings & Providing Evidence of Accountability for Positive Student Growth & Learning

At the Arizona Educational Research Organization the authors distributed a paper entitled, POLITICS VS. NATURE: Accountability in Education Related to the Laws of Human Development & Learning (Packard & Dereshiwsky, 1991, October). Parts of this document are being presented in this article to expand upon the idea of the erroneous and destructive nature of political bureaucracies, not only to general organizational functioning, but to the very goal of education: the social, emotional, physical and academic development of unique human beings.

Politics, Human Development & Learning

Across the nation, the educational environment is replete with political and special interest "saber tooths" who forgot, or never knew how, to look at the basic laws of human development and the way in which children learn. Choice, site-based management and many emotionally charged concepts have been, and are being, promoted in a manner which reminds one of rallying or cheerleading on behalf of an exciting and revered athletic event. In the name of educational reform and improvement, activities almost always become embroiled in politics and power playing by the most influential and controlling groups as well as individuals interested in the possible ego-building opportunities within the educational scene. Most of it doesn't have much to do with children's development and learning.

Education & the Importance of Individual Learning

Is learning and development an important goal of education? From looking at how many professionals and community leaders concentrate their efforts on issues peripheral to learning, it is difficult to conclude that it has much to do with this most positive human endeavor. If we scientifically, or even rationally, consider the question of the importance

of the relationship of learning to education, the resounding answer is that "this is what it is all about." If so, then it becomes very important to look at children's educational progress when making educational decisions or searching for evidence of accountability of school organizations. This means that we are dealing with human beings here who also happen to be unique individuals. Therefore, accountability in education must focus on the developmental process and individual learning rather than on conceptual opinions about structure and organization.

Use of Standardized Tests vs. Principles of Human Development & Learning

Of all the natural laws and principles of human development and learning, one needs to concentrate on only a few to provide the rationale for eliminating consistently ineffective authoritarianism and politics as the policing standard for school improvement. Educational reform and restructuring requires concentration of efforts on the major goal of education: *Student Learning & Development.* That means all educational decisions and activities must be focused on learning and the developmental process which assures success of individual students. As we all know, decisions are now based on the politics of comparing individuals, schools, districts and states on national standardized test scores. This destructive procedure is unfairly competitive and invalid, as well as inhumane. This disastrous practice must be replaced by education based on natural laws of human development. This translates into attending to the *readiness levels* of individual students, assisting with their learning from where each one has developed, and by using procedures which make comparisons solely on the basis of individual and local district norms. This design tracks students in each of the classroom, school and community locations on specific objectives of social, emotional, physical and academic progress. Evidence of accountability to responsibilities can then be profiled over a long-range period of time on all of these levels.

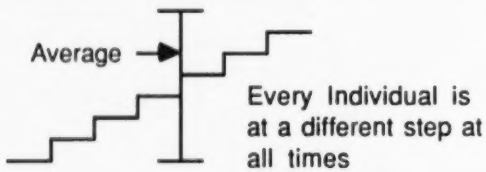
Nature Bends to No Lower Authority

Nature cannot be successfully countered by using erroneous comparisons of one unique person or group of individuals to others. An average standardized test score has no real value to student readiness levels for learning or educational success. It only assures failure for a large percentage of the population. Of course, extreme failure is evidenced with groups or individuals who have gained their experiences in predominantly poverty-stricken areas or have developed within different language situations and/or cultural variations.

For example, four interrelated laws or principles of human development and learning which must be adopted for students across a naturally wide range of maturation to be successful are as follows:

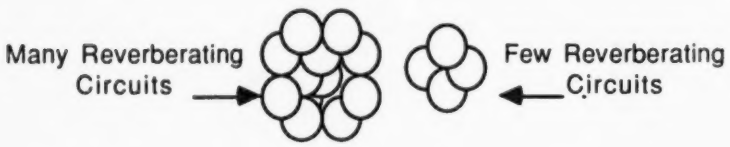
1. Learning is sequential and linear in nature. This means that each individual learns socially, emotionally and academically, and develops physically from the point of his/her present level of maturation. In other words, learning cannot progress from the average assessed score on a standardized test; rather, it proceeds from the point of individual development.

Figure 1. Steps Representing Sequential Learning & Readiness



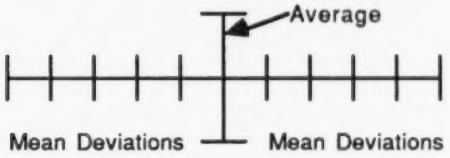
2. Learning is accumulative in nature. Individuals with past experiences and maturation have differing amounts of reverberating circuits or "brain development." Those individuals who have had rich past experiences have accumulated many more circuits than those with a more limited environmental background. It naturally follows that those individuals with many circuits will take on learning experiences at a much greater rate than those who are less developed in this way.

Figure 2. Accumulative Brain Development Readiness Levels



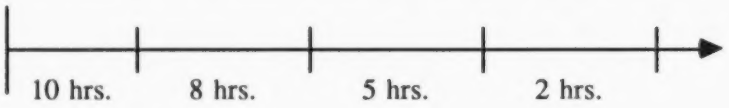
3. Learning time & timing is essential. Every individual has a readiness level which depends on maturation, motivation and past experience. If every person's rate and timing is approached with an authoritatively established comparison to a standard score, at a standard age and standard grade level, no one will progress naturally in meeting unique potentials.

Figure 3. Uniqueness in Learning Time and Timing



4. Early learning is slow and dependent upon the power of the environment. No matter what age, when an individual begins to learn something new, progress is slow. When one accumulates experience and expands brain circuits, learning of a particular concept or activity rapidly increases in rate, depending on the power and appropriateness of the environmental experience in meeting individual readiness levels.

Figure 4. Time and Amount of Learning at Earlier Stages of Development



Educational Accountability Based on Laws of Human Development & Learning

Evidence of accountability to meeting the educational goal of student learning and in nurturing various levels of potential cannot be measured by how much choice or site-based management is available. Accountability and progress in student learning can only be demonstrated by determining student readiness levels prior to having an educational experience and then measuring outcomes of learning after the experience. Therefore, the first and most important thing for a school to do is to establish a reliable and valid assessment system to track student learning. This idea and technology is simple and available, so why haven't we applied it? The answer is: Political and narrow-minded (uneducated) educational leaders aren't focusing on the goal of student learning and

development. They seem to concentrate on "territory" rather than risking assessment and tracking a student's learning progress in their school.

Many teachers also have an affinity to standardized tests because of the erroneous ways in which these tests have been used to put people down with unfair comparisons. Most teachers don't know that by using a simple pre- and post-test procedure, they can show the significance of gains their students are making and determine specific problems and needs of each individual student.

Getting Real With Education & Nature

Since no student learns by comparison on a standardized test score, but by moving from his/her present level, how does one account for the amount of learning which happens? The answer is easily depicted by the following process:

1. Pre- and post-testing of students at the classroom level would secure knowledge not only of the total class averages, but would also determine the significance of the gains of each individual student.

2. Pre- and post-testing at the classroom unit allows norming based on several disaggregated areas, i.e., subject, grade, school and district levels.

3. The next step is to profile these normative achievement data and study the degree to which the school organization is increasing its positive impact on student learning and development over a long-range formative and summative evaluation period.

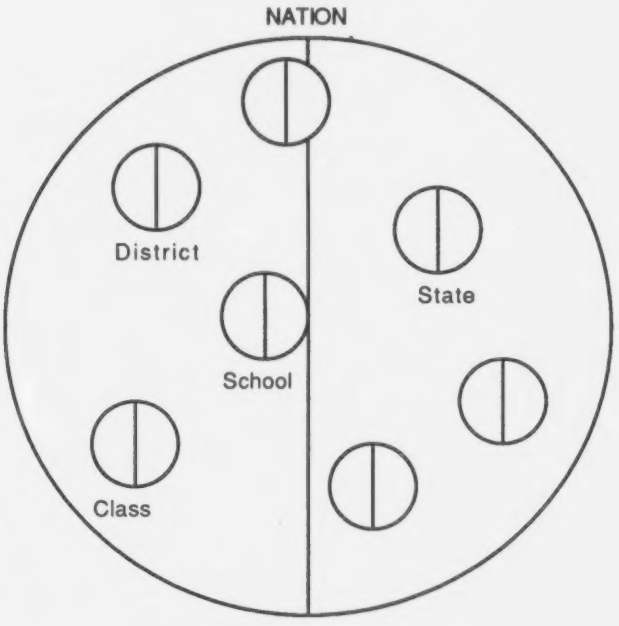
4. Increases or decreases of site norms then become the standard by which other school support areas and components are assessed and improved to provide the greatest impact on education of individual students.

This process eliminates the destructive nature of erroneous comparisons with other students, teachers, schools and national average scores and gets at the purpose and goal of education for unique individuals in specific communities. This also answers the questions of site-based management, etc., by nurturing students from where they are, rather than from where others are in different locations.

Figure 4 (page 11) shows the erroneous nature of political and governmental comparisons of schools, districts and states based on standardized test scores. The figure depicts the gross violations of natural laws of human development and learning when one

bases educational standards in any particular academic subject on a national, state or school average score and makes comparisons to other locales and individuals.

Figure 4. Normed Measures on Standardized Tests and Natural Individuality of the Nation, States, Districts, Schools & Classroom Students



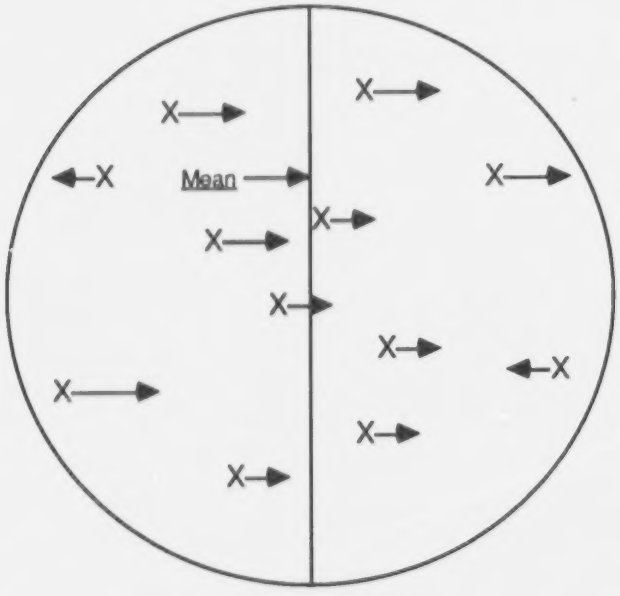
Counter Nature of Comparison Structures

Each of the circles inside the one depicting the nation could be considered to represent classes, schools, districts or states within the larger whole. One can readily see that comparison of one to the other is extremely unfair and invalid; however, this is exactly what governments and school organizations routinely do. As stated before, this practice is extremely destructive to students and teachers. As a result, those students who happen to be on the low end of the scale become extremely frustrated, resulting in individuals trying to escape the pain of unnatural stress and embarrassment.

Figure 5 (page 12) shows a model which adheres to the laws of development and learning and meets the educational goals of every individual, not just average groups. Each

classroom and student must be where assessment of accountability to learning originates. Once a school system has this evaluation design in place, it is ready (district readiness level) to begin application of improvement plans for other organizational components and conditions which have been evaluated based on their focus and support of student learning. The following are examples of key components: school (organizational) climate, interpersonal communication, psychological environment, motivation, morale, curriculum validation, student assessment procedures, school board support, administrative functions, teacher evaluation.

Figure 5. Pre- and Post- Measures of Student Learning Gains



Excitement Over Gain Scores

The authors have found that teachers get extremely excited when they learn how to determine the significance of gains that their students make over a pre- and post-test lesson, unit, or year's period. They also rapidly lose their fears and distrust of test scores. The most gratifying result observed is that teachers can provide an excellent argument to critics

about carrying out their responsibilities of teaching. This is particularly true, since teachers are only responsible for positively impacting student learning and not forcing them into an unnatural and unrealistic norm.

The statistical procedure used to assess the significance of gain scores is the matched-pairs t-test. Teachers are asked to bring in actual pre- and post-test scores per student for a given class or subject area. In an interactive one-hour workshop setting, they are taught to compute this statistic. They first determine their average "difference" score (average post-test minus average pre-test). If the overall average post-test is greater than the average pre-test score, this difference would represent a "gain." Next, they calculate the difference of each student's score from this "overall average difference." The matched-pairs t-test allows teachers to determine, for a given "difference" or "gain" score, pre- to post-test, how certain they can be that this gain was indeed statistically significant. For example, a teacher may find that, with a gain score of 16 points and a class size of 30 students (for which this gain was calculated), he or she may be "99.9% confident" that the 16-point gain is significant. This would provide statistical evidence that the teacher was, indeed, effective and that the results were not due simply to chance.

Conclusion

To have a breakthrough to a "New American School" which operates efficiently and effectively, the traditional political bureaucratic way of operation must be discarded. The solution to positive restructuring and reform is to use the latest available technology and multimethodological evaluation research procedures and not the traditional uninformed consensus and special-interest processes. Once a total organization is assessed, along with establishment of local norms (based on valid and reliable curriculum objectives and student assessment system), the next step is to "de-politicize" all operations prior to reporting profiled weaknesses and improvement needs. The key is to prepare all stakeholders in developing a readiness to use the information for "good" rather than "evil" purposes, prior to realeasing any evaluation information. Otherwise, the usual human reaction to the

"critical-truth assessment" (i.e., turf obsessiveness, vindictive emotions, authoritarian power and control plays, reactions of jealousy, accusations and blaming) will again destroy possibilities of any reform and improvement.

Every component and function of educational organizations needs to be held accountable for the goals of student learning and development. This is simply done by objectively assessing every component and determining the level at which it is supporting student progress based on natural laws, rather than on the usual politics, control and power-play procedures of uninformed special interests.

It is a teacher's and school's responsibility to provide the evidence of accountability for their absolute goal: the learning progress or success of every individual student. Everything else school organizations and educational professionals do exists to support individual student growth. Therefore, all organizational and professional functions must be assessed on the standard of students succeeding to the maximum extent of their unique potentials.

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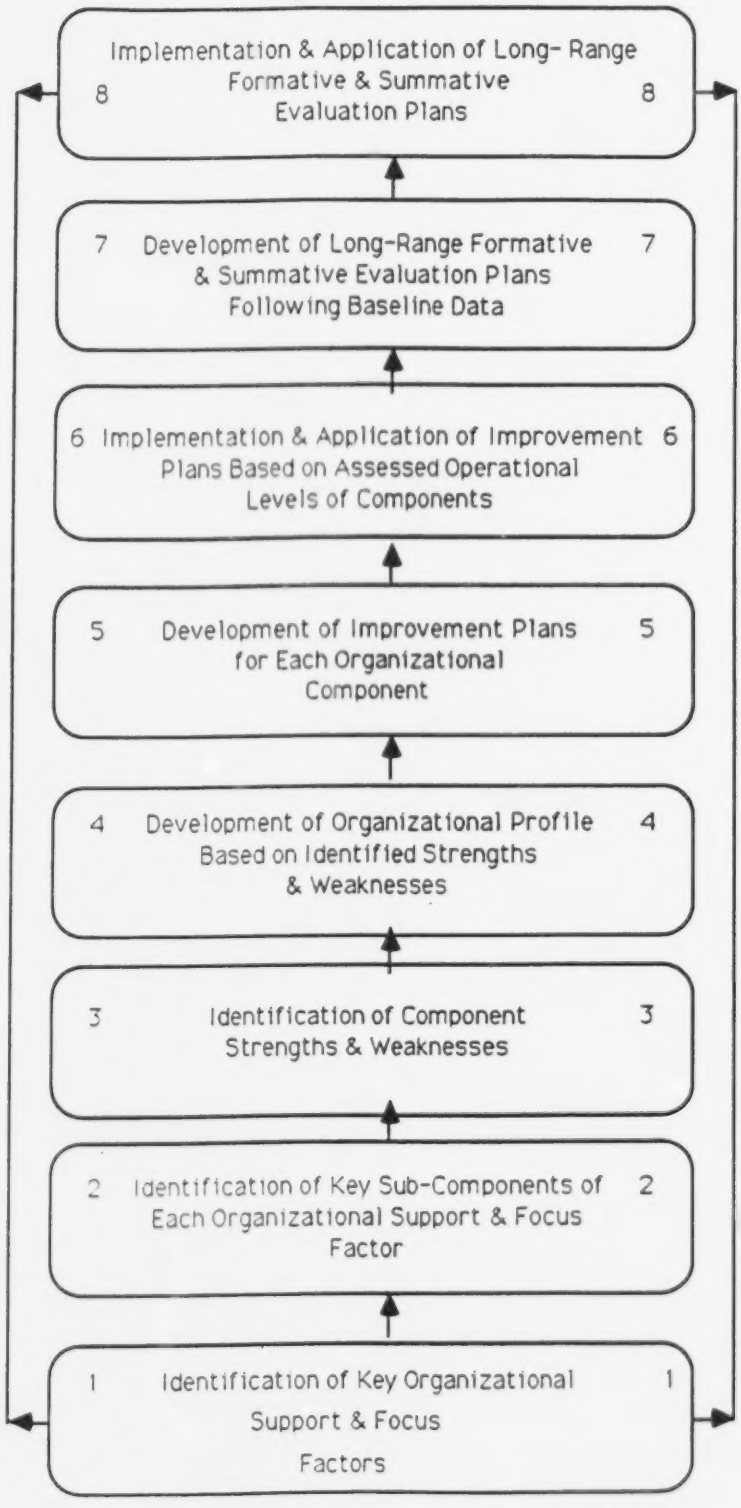
EXHIBIT A

Figure 1. Organizational Process Model For Planning, Assessment & Restructuring


8 Implementation & Application of Long- Range Formative & Summative Evaluation Plans 8
7 Development of Long-Range Formative & Summative Evaluation Plans Following Baseline Data 7
6 Implementation & Application of Improvement Plans Based on Assessed Operational Levels of Components 6
5 Development of Improvement Plans for Each Organizational Component 5
4 Development of Organizational Profile Based on Identified Strengths & Weaknesses 4
3 Identification of Component Strengths & Weaknesses 3
2 Identification of Key Sub-Components of Each Organizational Support & Focus Factor 2
1 Identification of Key Organizational Support & Focus Factors 1

REPEAT CYCLE OVER SHORT & LONG-RANGE PERIODS

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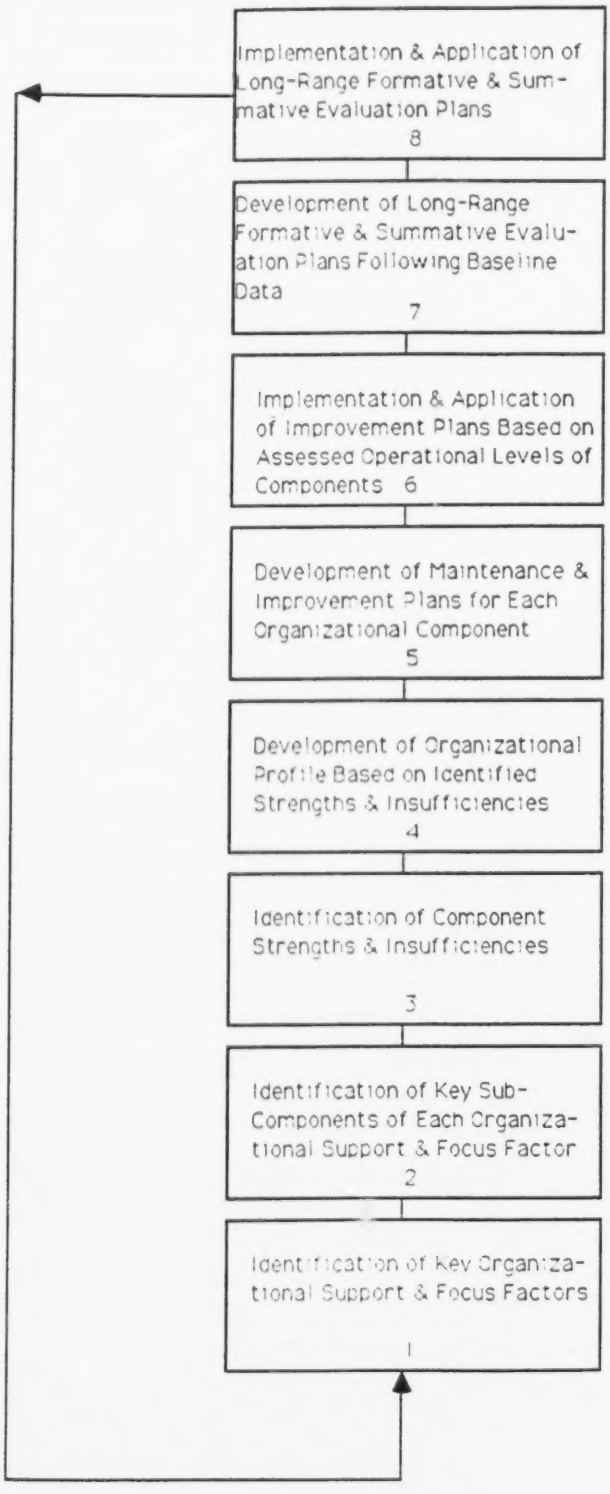
GREYHILLS ORGANIZATIONAL ASSESSMENT PROCESS MODEL


Implementation & Application of Long-Range Formative & Summative Evaluation Plans
8
Development of Long-Range Formative & Summative Evaluation Plans Following Baseline Data
7
Implementation & Application of Improvement Plans Based on Assessed Operational Levels of Components 6
Development of Maintenance & Improvement Plans for Each Organizational Component
5
Development of Organizational Profile Based on Identified Strengths & Insufficiencies
4
Identification of Component Strengths & Insufficiencies
3
Identification of Key Sub-Components of Each Organizational Support & Focus Factor
2
Identification of Key Organizational Support & Focus Factors
1

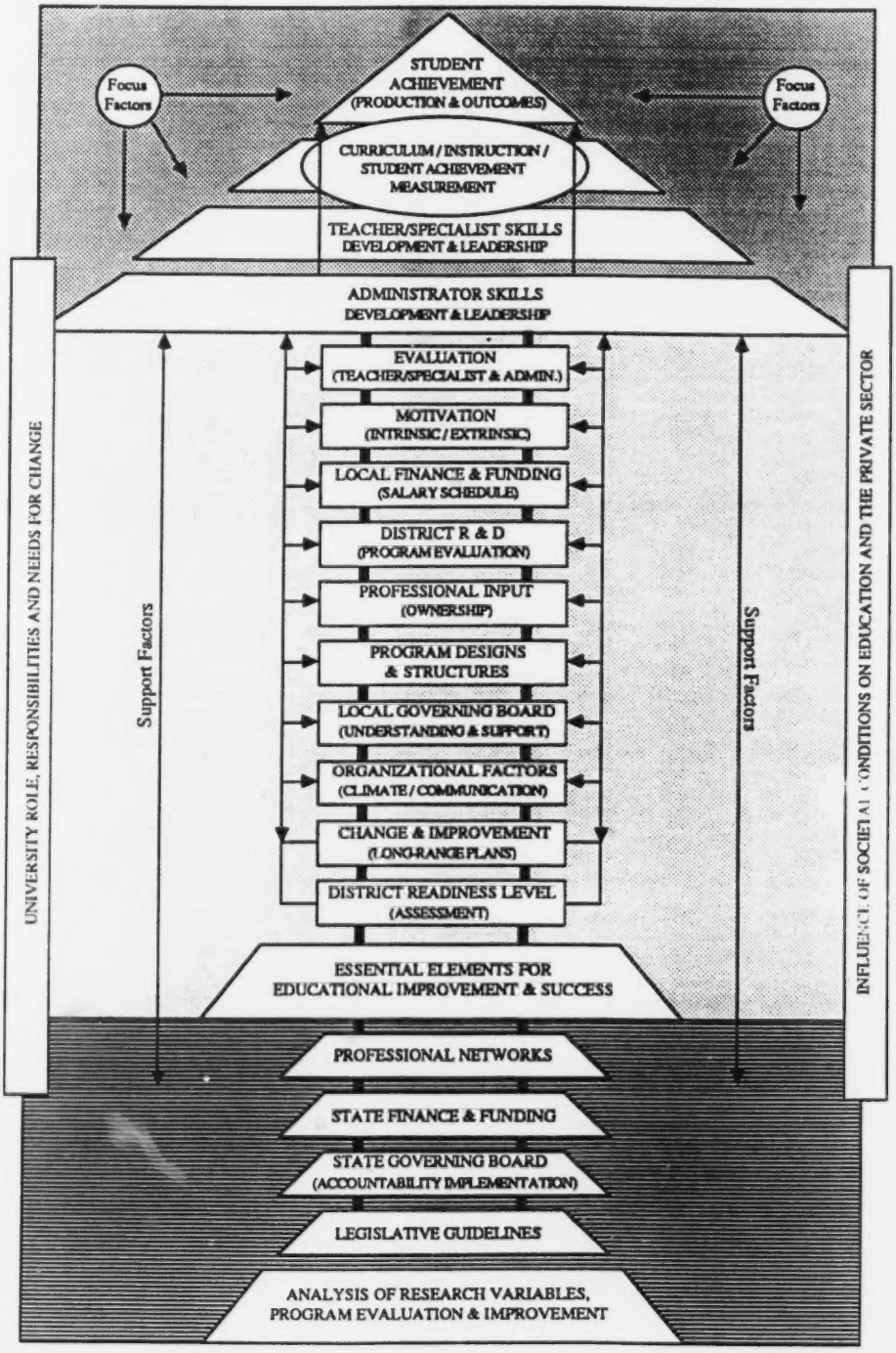
REPEAT CYCLE OVER

LONG-RANGE PLANNING PERIOD

EXHIBIT B

Figure 2.

THE ORGANIZATIONAL READINESS
ASSESSMENT MODEL


Focus Factors
STUDENT ACHIEVEMENT (PRODUCTION & OUTCOMES)
Focus Factors
CURRICULUM / INSTRUCTION / STUDENT ACHIEVEMENT MEASUREMENT
TEACHER/SPECIALIST SKILLS DEVELOPMENT & LEADERSHIP
ADMINISTRATOR SKILLS DEVELOPMENT & LEADERSHIP
UNIVERSITY ROLE, RESPONSIBILITIES AND NEEDS FOR CHANGE
Support Factors
EVALUATION (TEACHER/SPECIALIST & ADMIN.)
MOTIVATION (INTRINSIC / EXTRINSIC)
LOCAL FINANCE & FUNDING (SALARY SCHEDULE)
DISTRICT R & D (PROGRAM EVALUATION)
PROFESSIONAL INPUT (OWNERSHIP)
PROGRAM DESIGNS & STRUCTURES
LOCAL GOVERNING BOARD (UNDERSTANDING & SUPPORT)
ORGANIZATIONAL FACTORS (CLIMATE / COMMUNICATION)
CHANGE & IMPROVEMENT (LONG-RANGE PLANS)
DISTRICT READINESS LEVEL (ASSESSMENT)
Support Factors
INFLUENCE OF SOCIETAL CONDITIONS ON EDUCATION AND THE PRIVATE SECTOR
ESSENTIAL ELEMENTS FOR EDUCATIONAL IMPROVEMENT & SUCCESS
PROFESSIONAL NETWORKS
STATE FINANCE & FUNDING
STATE GOVERNING BOARD (ACCOUNTABILITY IMPLEMENTATION)
LEGISLATIVE GUIDELINES
ANALYSIS OF RESEARCH VARIABLES, PROGRAM EVALUATION & IMPROVEMENT

A Model of Interrelated Components of Program Support and Focus Factors for Effecting Change and Reform in Education

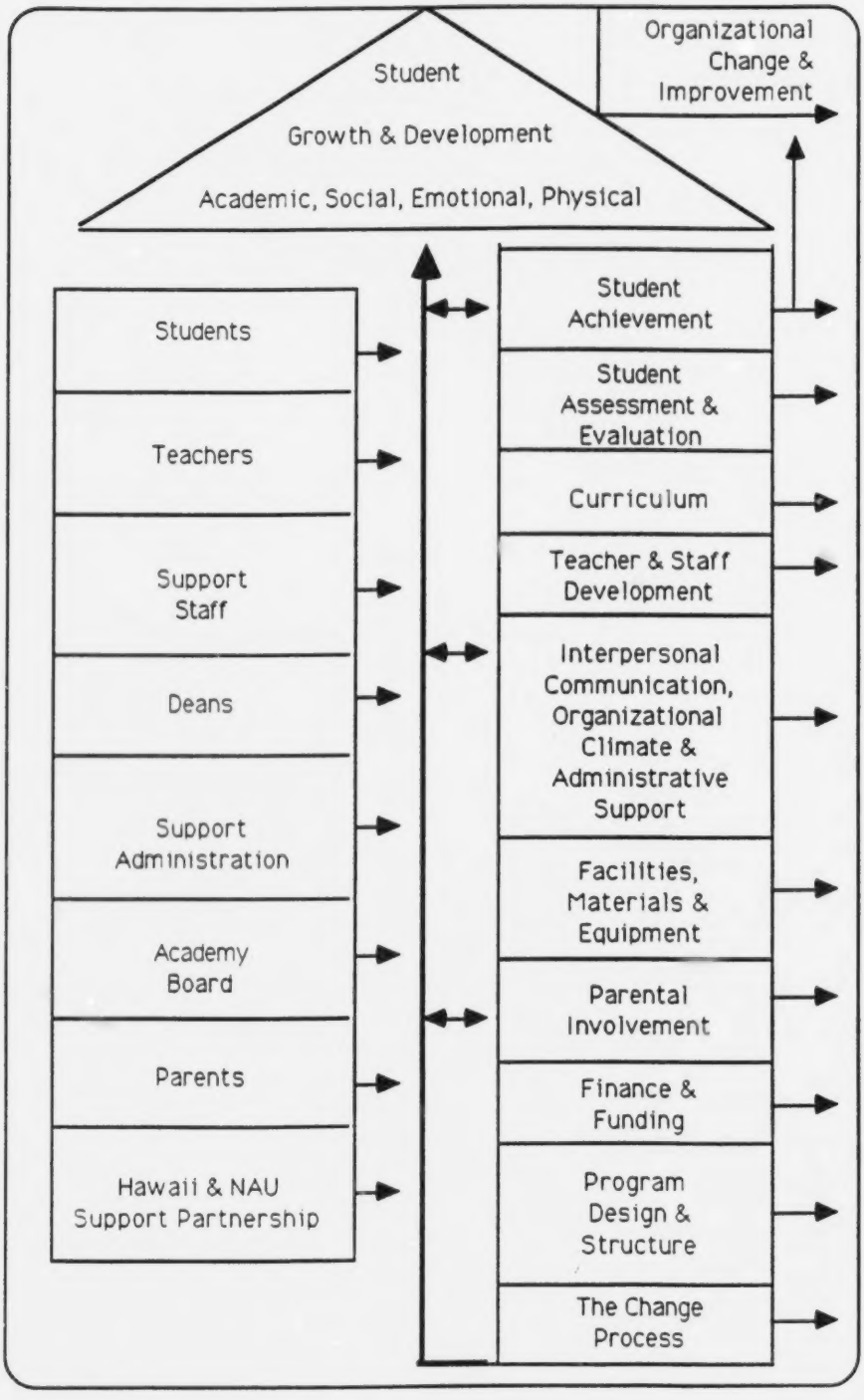


Figure 1. A Holistic Assessment & Change Model Involving People, Vision, Student Focus and Baseline Data Components

Figure 4

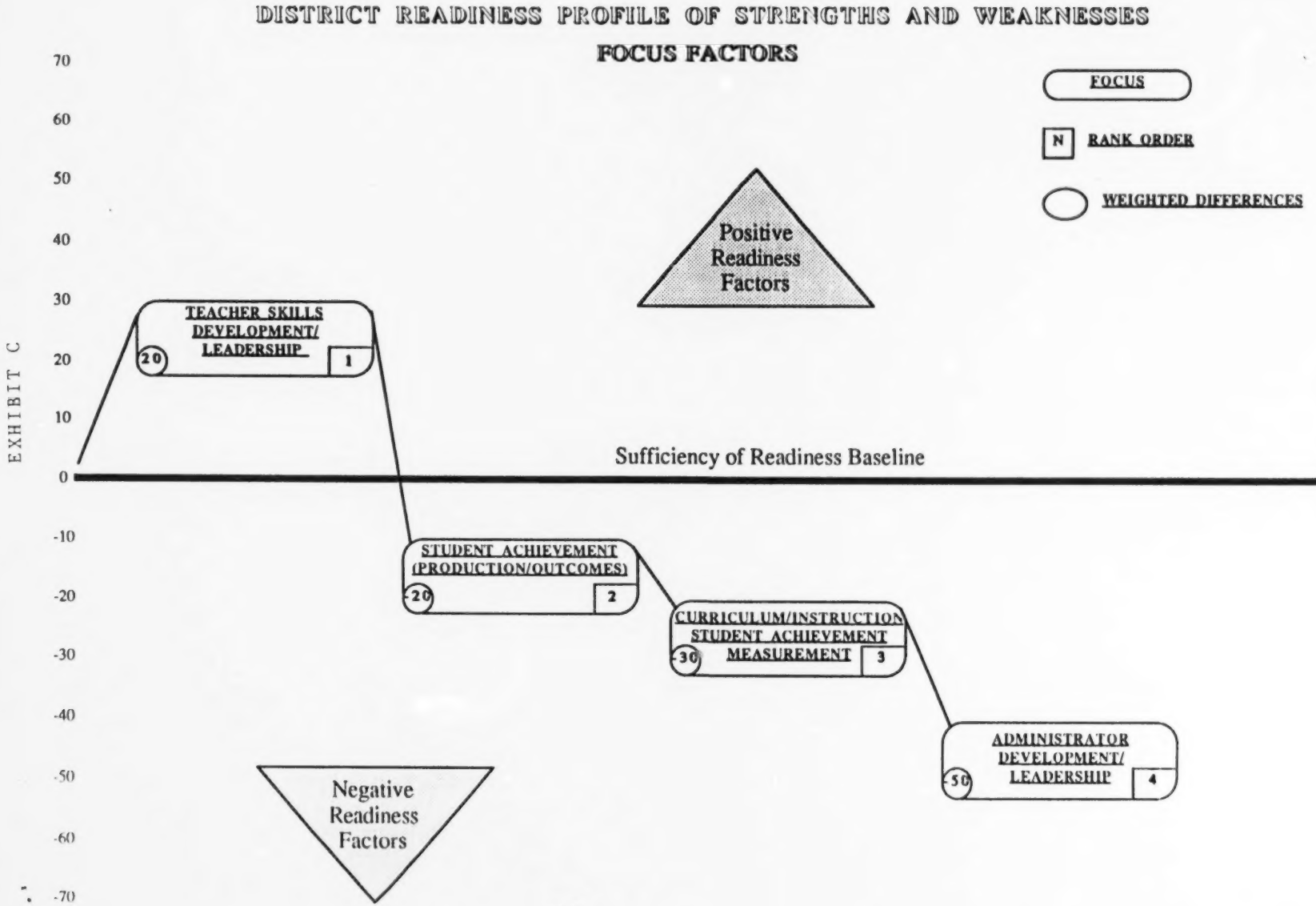


EXHIBIT C

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Figure 5

DISTRICT READINESS PROFILE OF STRENGTHS AND WEAKNESSES

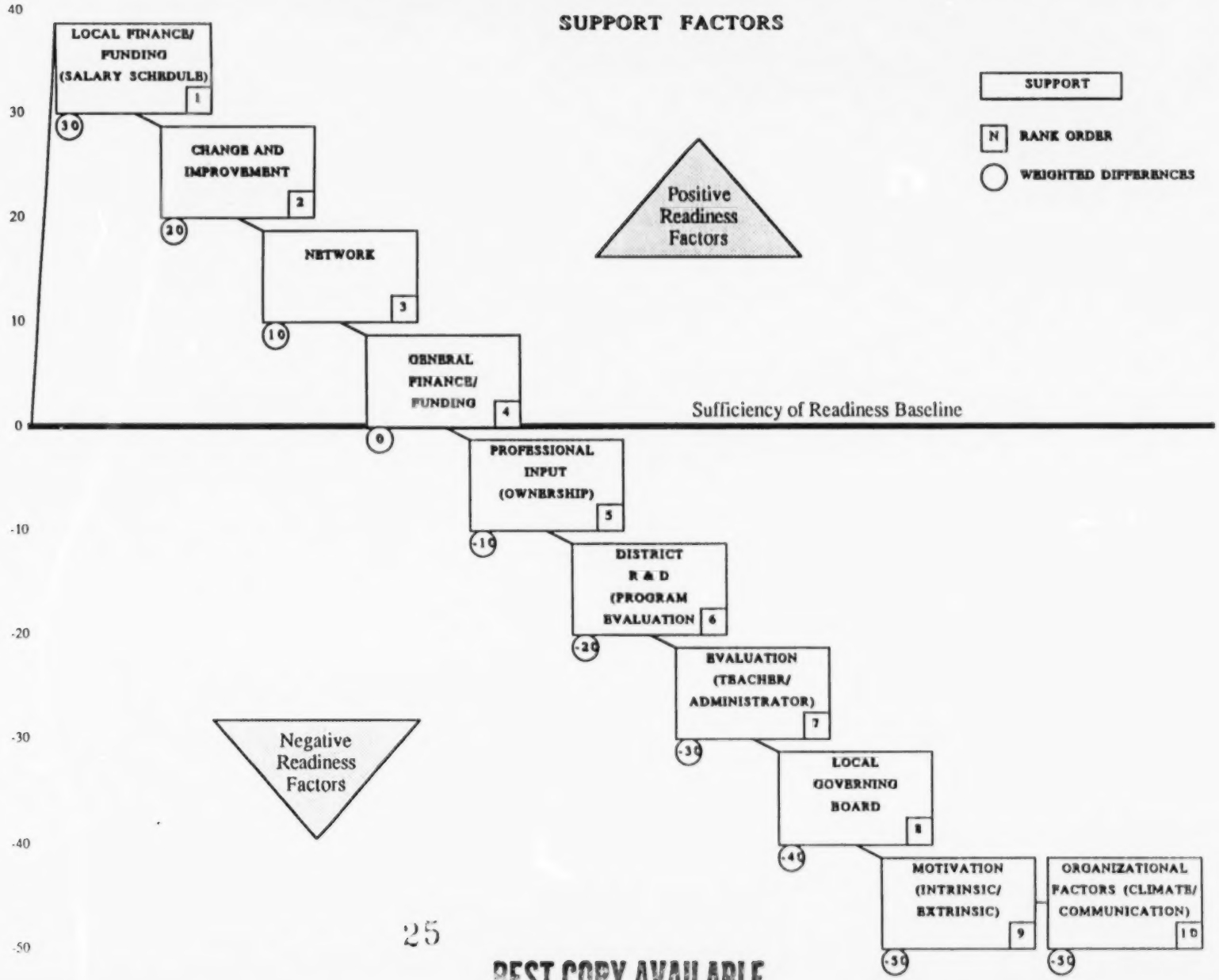

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Figure 3

DISTRICT READINESS PROFILE OF STRENGTHS AND WEAKNESSES

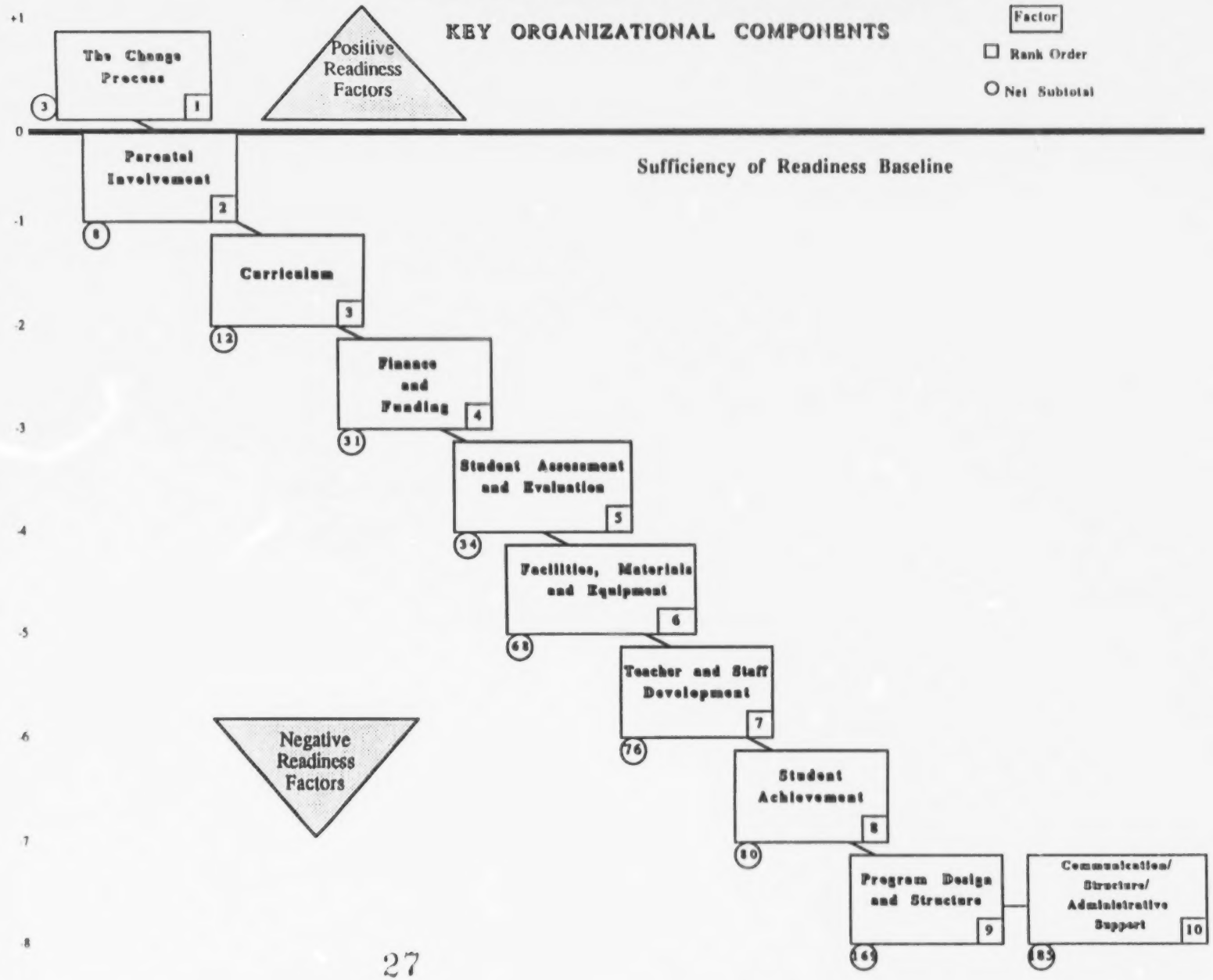

Table 7

CELLS OF QUALITATIVE DATA MATRIX: PERCEIVED SCHOOL CLIMATE STRENGTHS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3		Greater teamwork & cooperation among teachers (OC/MIE) Improved communication (OC/MIE)	
4-7	Greater teamwork & cooperation among teachers (3) (OC/MIE) Improved communication (OC/MIE) Opportunities for improvement (MCI/TSDL)	No strengths (2) Opportunities for professional growth (2) (TSDL/MIE)	
8-15	Greater teamwork & cooperation among teachers (5) (OC/MIE) No strengths (2) Improvement & development of skills (2) (TSDL/DRE) Quality Leadership (2) (ADL/TSDL) Focus on students' progress & needs (2) (POSA/CIM) Teacher initiative in carrying out responsibilities (PIO/TSDL) Greater variety of activities (TSDL/MIE)	Improved teacher-student cooperation (TSDL/MIE) Dedicated teachers (TSDL/OC) Dedicated administrators (ADL/OC)	
16-25	Focus on students' progress & needs (2) (POSA/CIM) Quality leadership: principal, ass't. principal (2) (ADL/TSDL) Improved quality of teaching (2) (TSDL/CIM) Greater teamwork & cooperation among teachers (OC/MIE) General assistance & support provided to personnel (ADL/MIE)	Greater professionalism (2) TSDL/PIO) Focus on students' progress & needs (POSA/CIM) Improved quality of teaching (TSDL/CIM) Quality leadership: principal & ass't. principal (ADL/TSDL) The teachers themselves (TSDL/OC) Quality staff (OC/MIE) Responsiveness to questions & requests (ADL/OC) Large number of American Indians on staff (PDS/OC)	
Over 25	Focus on students' progress & needs (2) (POSA/CIM) Greater access to quality instructional materials (CIM/TSDL) The teachers themselves (TSDL/OC)	No strengths Opportunities for professional growth (TSDL/MIE) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Improved assessment of needs (DRE/MCI) Quality leadership (ADL/TSDL)	Greater teamwork & cooperation among teachers (OC/MIE)

EXHIBIT D

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Table 8

CELLS OF QUALITATIVE DATA MATRIX: INDICATORS OF INSUFFICIENT READINESS
CROSS-CLASSIFIED BY CAREER-LADDER PARTICIPATION & YEARS OF EXPERIENCE

CLP Participation			
Years of Experience	CL Teachers	Non-CL Teachers	Administrators
1-3	Poor leadership (ADL/OC) Poor communication (OC/MIE)	Poor leadership (2) (ADL/OC) Administrators' negativity (ADL/OC) Poor teacher-administrator relationships (ADL/TSDL)	
4-7	No weaknesses Poor leadership (ADL/OC) Poor communication (OC/MIE) Idle complainers/no rationale for complaints (OC/MIE) Over-emphasis on extracurricular activities for students (CIM/PDS)	Poor organizational climate generally: low morale, negativism, & burnout (4) (OC/MIE) Poor leadership (2) (ADL/OC) Inequities/unfairness in program application of rules (MIE/OC) Problems with curriculum (CIM/POSA) Poor organizational structure (OC/PDS) Insufficient parental involvement (POSA/DRE) Improved screening of teacher applicants for CLP (ADL/PDS) Focus on students' progress & needs (POSA/CIM) Insufficient special services: special-education, counseling & maintenance (CIM/PDS) Too-large class sizes (POSA/DRPE) All areas	
8-15	Poor leadership (6) (ADL/OC) CLP program needs restructuring (4) (PDS/MCI) Poor communication (4) (OC/MIE) Poor teacher-administrator relationships (3) (ADL/TSDL) Lack of professionalism (2) (TSDL/PIO) Problems with curriculum (2) (CIM/POSA) Poor discipline (2) (ADL/OC) Poor rapport among administrators (ADL/OC) Poor organizational structure (OC/PDS) Inequities/unfairness in program application of rules (MIE/OC) Need to retain better teachers (PDS/MIE) CLP program not worth time & money (PDS/MCI) Poor/insufficient/untimely information dissemination (OC/MCI) Greater teacher involvement on committees (PIO/PDS)	Poor communication (2) (OC/MIE) Teacher input into program development, evaluation instruments & systems (PIO/ETA) Inequities/unfairness in program application of rules (MIE/OC) Poor teacher-administrator relationships (ADL/TSDL)	Greater teamwork & cooperation among teachers (OC/MIE)

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Group	Communication/Climate/ Administrative Support	Facilities, Materials and Equipment
Students	• Authoritatian rules and regulations • Poor channels of communication • Teachers need to help individual students	• Textbook and supply shortages • Need more lab and study space facilities • Need safer and more comortable facilities
Teachers	• Feelings of isolation and insecurity • Poor channels of communication • Improved orientation inservice	• Textbook and supply shortages • Need more lab facilities • Better procedures for ordering books and supplies
Support Staff	• Poor channels of communication • Not enough praise and recognition	• Supply shortages • Sudden relocations of equipment • Dorm rooms used for storage
Deans	• Feelings of isolation • Poor channels of communication • Fear of change	• Textbook and supply shortages • Need more centrally located facilities and equipment

Support Administration	• Feelings of isolation and insecurity • Poor channels of communication • Not enough praise and recognition	• Need accessible meeting facilities
Academy Board	• Feelings of isolation • Poor channels of communication • Not enough praise and recognition	• No comments
Parents	• Feelings of isolation • Poor channels of communication	• Supply shortages • Neglected dorm facilities • Need day care facilities for teen parents/students
Hawaii/NAU	• Poor channels of communication • Fear of change	• Need more study space • Centrally located facilities and equipment

EXHIBIT E

POLITICS & EMOTIONAL LEVELS OF BEHAVIOR VS. EDUCATIONAL IMPROVEMENT & REFORM

- **EDUCATIONAL REFORM & POLITICS:** The researchers have found that most past and present attempts at educational reform, restructuring and improvement have been unsuccessful. This is due to the ever-present politics, desires for power and control and emotional levels of thinking.

  Greyhills will change and develop in a positive direction if this usual political and "turf-obsessive" approach is discarded.

- **EVALUATION RESEARCH FOR IMPROVEMENT:** The researchers received many positive as well as critical comments from all people interviewed. We didn't see a single one of the comments as being vindictive or destructive toward anyone or anything. The comments were given to us because you had concerns about helping make things better.

  All Greyhills groups and individuals interviewed want the same things: A beautiful place for individuals along with others, to live and learn and grow in the most positive and secure way.

- **THE GIFT:** You have given us a great deal of information about what you feel is great and what needs some work and improvement. We are giving this back to you in good faith that it will be used to move ahead to reach your desires, goals and vision.

  Greyhills will be a winning school if the assessment is used for **good** rather than evil purposes.

- **OUR REQUEST:** The information you gave us for helping to improve the school must not be used to hurt or destroy anybody or anything. This information in the wrong hands can be used by individuals or groups to make political power plays on others. We do not wish to release this information to any individual or group who will use it for selfish and destructive purposes.

  Greyhills will be a winning school if the information is used to attain the vision through planning, improvement and evaluation of the organization over a long-range period of time.

- **SELFISH AND DESTRUCTIVE BEHAVIORS:** The following are examples of behaviors the researchers cannot allow if we are to continue to provide voluntary services for the purpose of improvement: (1) turf obsessiveness, (2) vindictive emotions, (3) authoritarian power and control plays, (4) reactions of jealousy, (5) indictment of any person or program component, (6) taking things out of context, and (7) accusations or blaming. The researchers get a sense that there is some panic, fear and shame operating which is fueling a number of these problems. There seems to be some confusion over who is responsible for what, but all this can be eliminated by helping one another to take the "high road" of cooperation and mutual help and support.

If you understand what has been relayed to you and you feel ready to receive our report, then we welcome you to take it and begin planning for moving ahead. If anyone feels he/she is not ready to use it for positive purposes, then we ask you to not take the report and to refrain from getting in the way of those who have in good faith provided information for the purpose of positive advancement. Dr. Richard D. Packard/Dr. Mary I Dereshiwsky -- 11/4/91

EXHIBIT F

Figure 2